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ABSTRACT

The strategies whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners in solving their problems are demonstrated. Efforts were made to: (1) Identify significant problems in the practice of adult basic education; (2) Conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) Develop and disseminate a series of monographs which would translate the findings of research and suggest solutions to problems in a manner which is meaningful to practitioners. To accomplish these tasks, job descriptions were developed, a nine-member staff employed, a project task analysis performed, criteria for selecting writers devised, and a conceptual system to facilitate a uniform approach to the definition and analysis of problems developed. The staff read 3,000 reports and made a survey of all members of the Commission of Professors of Adult Education and the Special Project Directors to detect research recently conducted. Findings include: (1) Ten monographs which relate research to practice can be produced in a twelve-month period with the resources made available in this project; (2) Problems reported by practitioners and researchers are often imprecisely defined and analyzed; (3) Practitioners tend to attribute problems to lack of financial and physical resources or to some uncontrollable conditions rather than to a lack of capability or knowledge on their part. (Author/CK)

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FROM RESEARCH TO PRACTICE IN ADULT BASIC EDUCATION

Florida State University
College of Education
Department of Adult Education
Tallahassee, Florida

Wayne L. Schroeder
Project Director

Charles Divita, Jr.
Assistant Project Director

The project reported herein was supported by a grant from the United States Department of Health, Eduction and Welfare Office of Education

Final Project Report
June 30, 1970 – September 15, 1971
Office of Education Grant Number OEG-0-70-4600 (324)
Adult Education Act of 1966, Section 309

AC012295

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Compiled by
Wayne L. Schroeder
and
Charles Divita, Jr.

Final Project Report
Office of Education--Grant Number 0-70-4600(324)
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Conducted by
Department of Adult Education
Florida State University

The project reported herein was supported by a grant from the United States Department of Health, Education and Welfare, Office of Education

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FROM RESEARCH TO PRACTICE IN ADULT BASIC EDUCATION:

A FINAL PROJECT REPORT ABSTRACT

PROJECT NUMBER 0-70-4600 (324)

Purpose

This project was designed to demonstrate strategies whereby relevant findings and implications of imperical research could become known to and employed by adult basic education practitioners in solving their problems. More specifically, efforts were made to: (1) Identify significant problems in the practice of adult basic education; (2) Conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) Develop and disseminate a series of monographs which would translate the findings of research and suggest solutions to problems in a manner which is meaningful to practitioners.

Procedures

To accomplish the aforementioned purpose in a twelve-month period required a complex of quickly conceived procedures. The first couple of months were devoted to developing job descriptions, employing a nine member staff, performing a project task analysis, devising

criteria for selecting writers, and developing a conceptual system to facilitate a uniform approach to the definition and analysis of problems. Following this instrumental activity, strategies were developed to identify crucial problems of the field and sources of relevant research. In addition systems were developed to link writers to sources of research and criteria were established to aid in the final selection of appropriate and valid research. Writers were then selected in accordance with five criteria--(1) familiarity with basic and applied research in the field; (2) understanding of problems in the field; (3) ability to address research findings to practical situations; (4) availability of time to devote to the project; and (5) particular expertise necessary to deal effectively with one or more of the tentatively selected monograph topics. In October, the writers selected were brought together with staff members and several consultants to form a workshop designed to answer such questions as: (1) What specific problems will each monograph address? (2) What format or style should monographs reflect? (3) How should staff and writers relate to assure comprehensive research coverage and adequate screening?

Growing out of the workshop was the decision for staff to assume responsibilities of retrieving and screening relevant research from central data depositories and for

writers to assume major responsibilities for retrieving and screening research found in behavioral science journals of their own university libraries. Nineteen depositories were contacted. Ultimately, 3,000 reports were read and screened by the staff. Finally, a survey of all members of the Commission of Professors of Adult Education, State Directors of Adult Education, and Special Project Directors was conducted to detect research recently conducted which had not yet reached the depositories, indices, abstracts or journals.

Once all the research was in, screened and placed in the hands of writers, first drafts were prepared. When completed, first drafts were exposed to: (1) field testing by a cross-section of practitioners to determine their appropriateness and understandability, (2) staff evaluation to determine conformity to philosophy and policy of the project, and (3) evaluation by professors of Adult Education, state and local administrators and graduate students to determine accuracy and clarity of expression.

The first drafts were then returned to the writers with a synthesized statement of recommended alterations. This led to a second draft which was finally edited and sent to a printing company for reproduction.

Two hundred copies of each monograph were to be received from the printer by the middle of December. These will be distributed free of charge to the United

States Office of Education, State Directors of Adult Education, and graduate training programs. In addition, the Florida State University Department of Adult Education, having secured a developmental copyright, will assume the responsibility of further distributing the monographs at a minimal cost.

Results

Although termination of the project prevented final determination of the degree to which the monographs find their way into practice, there were formative discoveries made concerning procedures employed. These discoveries are recorded below--each is associated with certain recommendations in the "findings and recommendations" section of the technical report:

1. Ten monographs which relate research to practice can be produced in a twelve month period with the resources made available in this project.

2. Problems reported (orally or in writing) by practitioners and researchers are often imprecisely defined and analyzed.

3. Practitioners tend to attribute problems to lack of financial and physical resources or to some uncontrollable internal or external conditions of the learner rather than to a lack of capability or knowledge on their part.

4. Researchers-writers of the type employed in this project tend to key their thinking and writing to knowledge problems rather than to real day-to-day problems of practitioners.

5. Once a writer prepares his first draft, he tends to resist changing its basic framework.

6. It is a rare individual who possesses both the research skills and practical experiences and sensitivities necessary to screen and interpret research and convey it meaningfully to the practitioner in the context of his (the practitioner's) own problems.

7. Research which focuses directly on the ABE phenomenon and, at the same time, is designed to permit valid generalization to that phenomenon is practically non-existent.

8. Of all the data depositories searched, the most useful were ERIC-Adult Education; the Bureau of Vocational and Technical Education; Manpower Administration; the United States Office of Education; Department of Labor; and the Office of Economic Opportunity.

9. Field evaluators tend not to be very critical of monographs they are asked to appraise.

10. The preparation of two quality monographs by a fully employed professional within a seven-month time period is an unrealistic expectation.

FROM RESEARCH TO PRACTICE IN ADULT BASIC EDUCATION: A FINAL PROJECT REPORT

Purpose

In August of 1970, the Department of Adult Education, Florida State University, was awarded a special project grant from the U.S. Office of Education for a demonstration effort entitled "From Research to Practice in Adult Basic Education." This project endeavored to: (1) identify significant problems in the practice of adult basic education; (2) conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) develop and disseminate a series of monographs which would translate the findings of research and suggest solutions to problems in a manner which is meaningful to practitioners. In essence, this project sought to demonstrate a technique whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners for problem solving and program improvement purposes.

Procedures

Staffing

Project Staff.-- The following persons were employed to serve as the central project staff:

Name	Title	Time Devoted to Project
Dr. Wayne L. Schroeder	Project Director	75%
Mr. Charles Divita, Jr.	Assistant Project Director	100%
Mr. Gary Norsworthy	Research Assistant	50%
Mr. Jim Umphrey	Research Assistant	50%
Mr. Aubrey Gardner	Research Assistant	50%
Miss Ilze Gueiros	Research Assistant	50%
Miss Myra Ashley	Research Assistant	50%
Mrs. Sharon Cooper	Project Secretary	100%
Mrs. Tommisenia Watson	Project Secretary	100%

Project Writers.--The following were employed on a part-time basis to prepare research monographs:

Dr. Coolie Verner	Professor of Adult Education, University of British Columbia
Dr. Alan Knox	Professor of Adult Education, Columbia University
Dr. Don Seaman	Professor of Adult Education, Mississippi State University
Dr. Robert Snyder	Professor of Adult Education, University of South Carolina

Consultants.--The following consultants were employed to furnish a variety of input, i.e., problem identification, problem analysis, research retrieval, systems for selecting and synthesizing research findings, etc.

Mr. Roger DeCrow, Director of ERIC Clearinghouse on Adult Education, Syracuse University

Mr. Jules Pagano, Executive Secretary of the Adult Education Association.

Mrs. Ann Hayes, Appalachian Adult Basic Education Demonstration Center.

Mr. Chalmers Murray, Director of Adult Education, Broward County, Florida.

Dr. John Snider, Assistant Professor of Adult Education, Colorado State University.

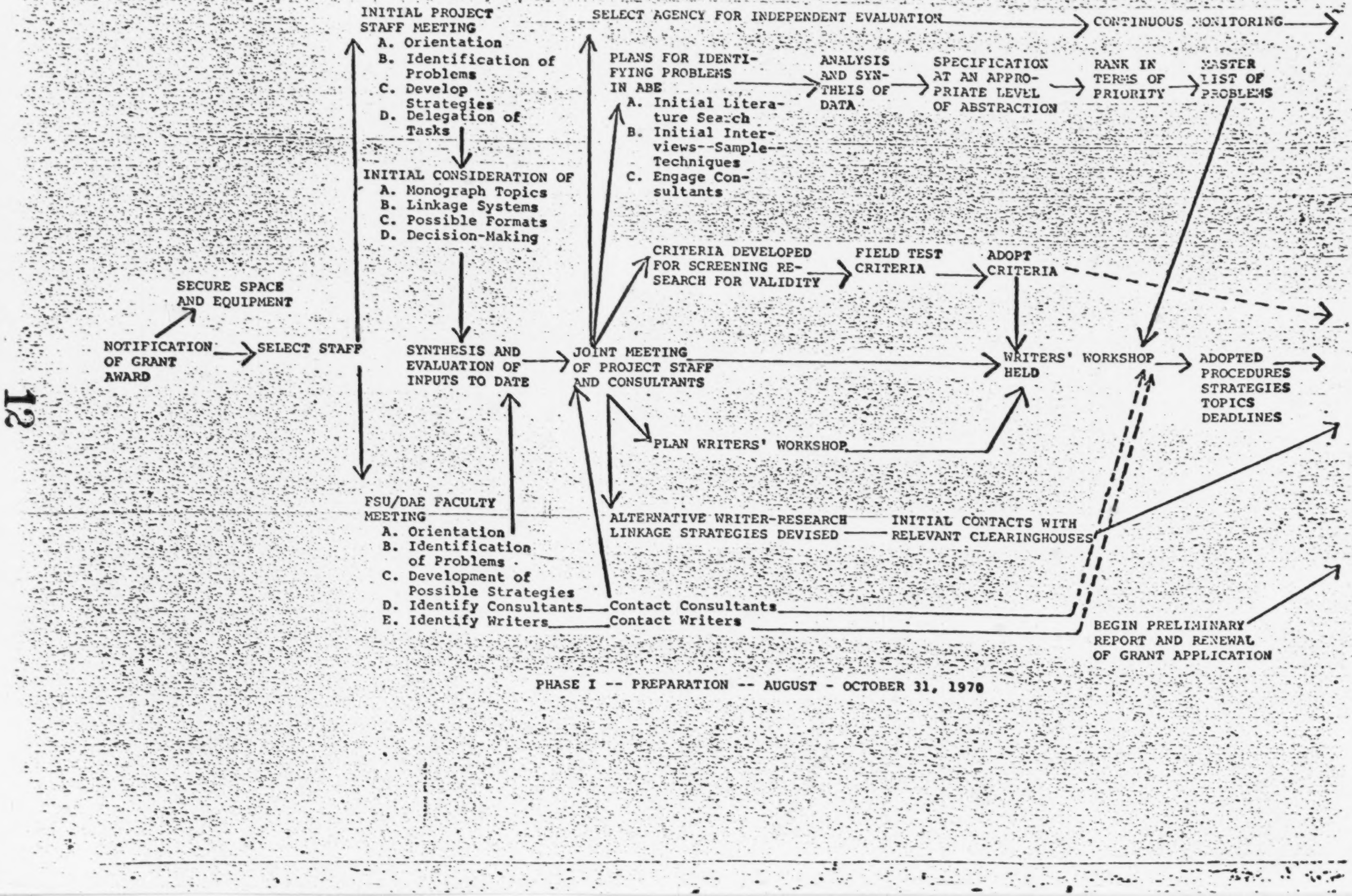
Dr. Robert Stakenas, Professor of Education, Florida State University.

Facilities and Equipment

In addition to the existing Office of Adult Education, another building was secured on the campus of Florida State University and designated as the Adult Education Research-Information Processing Center. The project staff and all materials related to the project were housed in this facility. To make the building functional, considerable renovation was performed. In addition, the building was furnished with chairs, desks, file cabinets, microfiche collections, a microfiche reader-printer and other necessary equipment and materials.

Initial Planning and Tasks Identification

The project staff used selected faculty members of Florida State University and key consultants in mapping out an overall plan for the conduct of this project. A project flow-chart of major activities and events, the various relationships between them, and dates for their occurrence appear on the following three pages.



PHASE I -- PREPARATION -- AUGUST - OCTOBER 31, 1970

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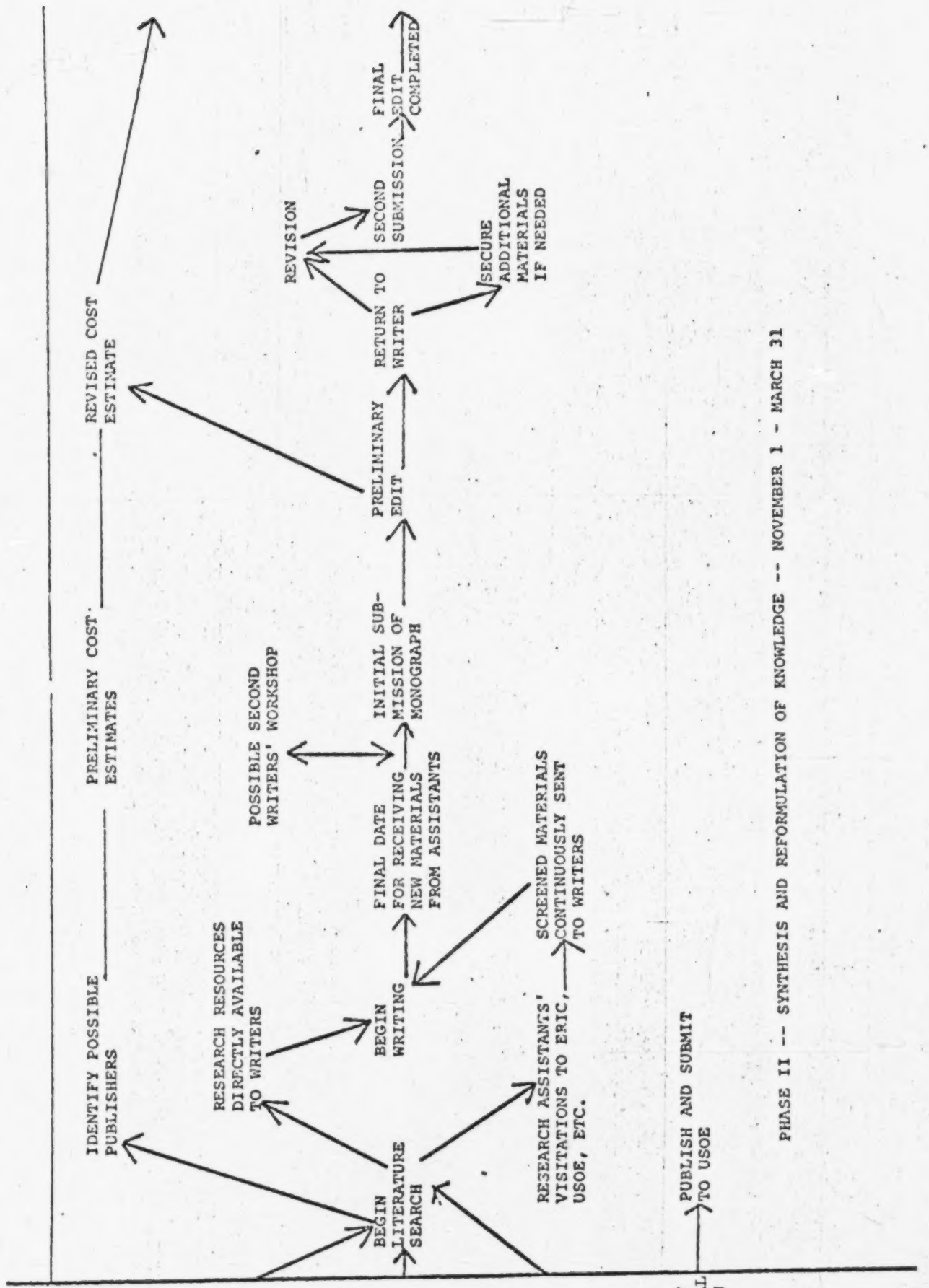
CONTINUOUS MONITORING BY EVALUATION AGENCY
ADOPTED SCREENING CRITERIA
ADOPTED PROCEDURES STRATEGIES TOPICS AND DEADLINES
INITIAL CONTACTS WITH RELEVANT CLEARINGHOUSES
BEGIN PRELIMINARY REPORT AND RENEWAL GRANT APPLICATION
PHASE I
IDENTIFY POSSIBLE PUBLISHERS
PRELIMINARY COST ESTIMATES
REVISED COST ESTIMATE
RESEARCH RESOURCES DIRECTLY AVAILABLE TO WRITERS
POSSIBLE SECOND WRITERS' WORKSHOP
BEGIN LITERATURE SEARCH
BEGIN WRITING
FINAL DATE FOR RECEIVING NEW MATERIALS FROM ASSISTANTS
INITIAL SUBMISSION OF MONOGRAPH
PRELIMINARY EDIT
RETURN TO WRITER
REVISION
SECOND SUBMISSION
FINAL EDIT COMPLETED
SECURE ADDITIONAL MATERIALS IF NEEDED
RESEARCH ASSISTANTS' VISITATIONS TO ERIC, USOE, ETC.
SCREENED MATERIALS CONTINUOUSLY SENT TO WRITERS
PUBLISH AND SUBMIT TO USOE
PHASE II -- SYNTHESIS AND REFORMULATION OF KNOWLEDGE -- NOVEMBER 1 - MARCH 31

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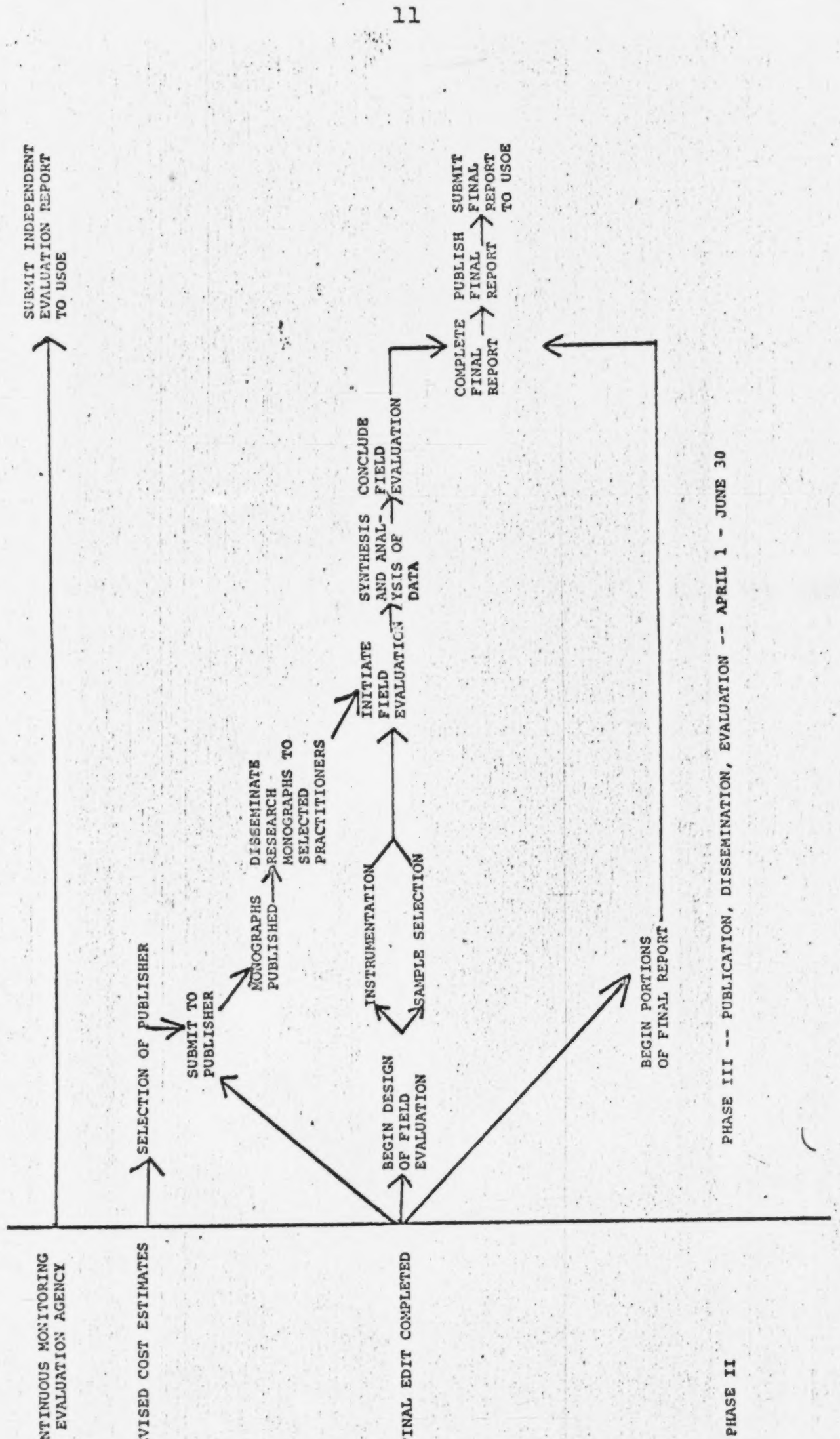

CONTINUOUS MONITORING BY EVALUATION AGENCY
REVISED COST ESTIMATES
FINAL EDIT COMPLETED
SELECTION OF PUBLISHER
SUBMIT TO PUBLISHER
MONOGRAPHS PUBLISHED
DISSEMINATE RESEARCH MONOGRAPHS TO SELECTED PRACTITIONERS
BEGIN DESIGN OF FIELD EVALUATION
INSTRUMENTATION
SAMPLE SELECTION
INITIATE FIELD EVALUATION
BEGIN PORTIONS OF FINAL REPORT
SYNTHESIS AND ANALYSIS OF DATA
CONCLUDE FIELD EVALUATION
COMPLETE FINAL REPORT
PUBLISH FINAL REPORT
SUBMIT FINAL REPORT TO USOE
SUBMIT INDEPENDENT EVALUATION REPORT TO USOE
PHASE II
PHASE III -- PUBLICATION, DISSEMINATION, EVALUATION -- APRIL 1 - JUNE 30

Problem Conceptualization

Considerable staff time was devoted to exploring alternative ways of specifying or analyzing problems in Adult Basic Education. With regard to the question of identifying problems at various "levels of abstraction" the social organization model which appears on the following page proved useful. It should be noted that the following guidelines were used when considering problems in ABE: (1) A problem may be thought of as an undesirable condition or as a disparity between an existing condition and an ideal condition; and (2) such disparities may exist because of lack of resources, time, money or knowledge. The "Research to Practice" project was only concerned with problems which exist because of inadequate or insufficient knowledge.

A second model which was used by the staff in identifying and analyzing problems in ABE consisted of a simple linear model of progression through an ABE program (i.e., Identifcation, Recruitment, Engagement, Counseling, Diagnosis, Prescription, Learning, Evaluation, Termination, Placement, Follow-Up).

A third model keyed problem identification and analysis to three dimensions of the field--content, clientele, and functional. A schema of this particular model and an example of its use is provided on page 13.

Social Organization Model

We may conceive of the Adult Basic Education System as consisting of a series of subsystems, each one of which furnishes inputs which, in turn, may contribute in a negative or positive sense to the production of desired outputs. If we consider outputs as dependent variables, then we might consider various elements or happenings within a subsystem as inputs or independent variables. Offered now are seven subsystems complete with <u>examples</u> of elements within each.

1. National
    a. Definitions
    b. Regulations
    c. Funding Policies
    d. Goals
2. State
    a. Definition
    b. Leadership Training
    c. Funding Policies
    d. Goals
3. Community
    a. Coordination and Cooperation with Other Agencies
    b. Employment Opportunities
    c. Commitment of Power Structure
    d. Reference Group
4. Program
    a. Recruitment
    b. Publicity
    c. Staff Training
    d. Counseling
5. Learning Environment
    a. Nature and Size of Learning Group (Method)
    b. Room Arrangements
    c. Nature and Location of Physical Facility

6. Teacher--Student

    a. Software
    b. Hardware
    c. Techniques
    d. Verbal Interaction
    e. Sequence of Learning Experience
    f. Teaching Styles

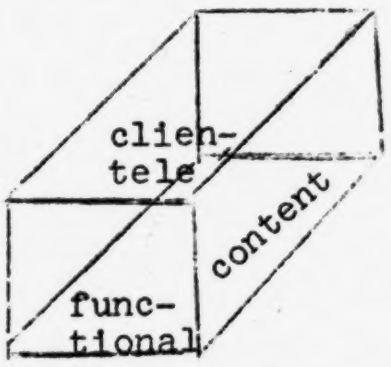
7. Student

    a. Interest
    b. Needs-Expectations
    c. Socio-Economic Status
    d. Learning Styles
    e. Self-Concept
    f. Friendship Patterns
    g. Significant Others

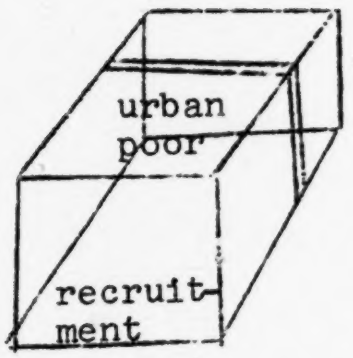
Use of the above model may be illustrated by briefly analyzing a commonly iterated problem in ABE--call it "dropout." The question becomes, "What inputs (independent variable)" generated at different subsystem levels may be associated with the output, "dropout" (dependent variable)? When considering the student level, for example, it seems reasonable to suggest that influence of significant others and personal values may be operating. Similarly, one might suggest that patterns of verbal interaction and teaching styles at the teacher-student level may have their impact, etc.

Once research is examined to illuminate relationships hypothesized, it might then be possible to suggest certain implications for the practice of those operating at the various subsystem levels.

Demensional Model



Basic Model for Considering Problems in a Variety of Dimensions



Two-Dimensional Problem: Recruitment for Urban Poor

Strategies for Identifying Problems in ABE

Significant problems and concerns of ABE teachers were identified via five major efforts:

A. Literature Searches--Numerous books, journals, papers theses, dissertations, ERIC documents, institutes, workshops, conference reports, and special project reports were examined.

B. Surveys--Data from two surveys were incorporated into the problem identification effort: (1) a survey of all State Directors of Adult Education taken during the 1969-70 National Institute for Resource Development; and (2) a survey of approximately 200 in-service teachers and administrators in the State of Florida.

C. Field Interviews--An in-depth semi-structured interview was conducted with approximately 100 ABE teachers, counselors, administrators, paraprofessionals, and

students operating in WIN programs, migrant programs, and regular ABE programs. These programs were conducted in public schools, churches, and adult centers in both rural and urban areas.

D. Consultants--Numerous nationally acclaimed experts in ABE were interviewed and/or corresponded with in order to identify their impressions of the most pressing problems in ABE.

As a result of the above efforts a comprehensive list of "Problems and Concerns" was developed for use in the project. This document appears in Appendix A.

Identification of Relevant Research Storage Centers, Clearinghouses, and Information Sources

The following is a list of the data depositories and the indices and abstracts which were initially identified as possible sources of research relevant to the project.

A. Data Depositories

1. ERIC--Educational Resources Information Center (19 Clearinghouses)
2. Educational Facilities Laboratory
3. Computer-Assisted Instruction Information Exchange
4. Educational Products Information Exchange Institute
5. Human Relations Area Files (23 participating universities)
6. Institute for Behavioral Sciences

7. NAPCAE--NEA
8. School Research Information Service of Phi Delta Kappa
9. Institute for International Education
10. Scientific Information Center Branch (includes Adult Development and Aging Center)
11. National Opinion Research Center
12. United Nations Literacy Project
13. Clearinghouse for Sociological Literature
14. DATRIX
15. USOE Files
16. Defense Documentation Center
17. Educational Media Research Information Center
18. National Research and Development Centers (e.g., Center for Vocational and Technical Education at the University of Wisconsin)
19. Other Federal Agencies (OEO, Labor, Welfare)

B. Indices and Abstracts

1. British Education Index
2. Dissertation Abstracts
3. Education Index
4. Educational Administration Abstracts
5. Human Engineering Bibliography
6. Masters Theses Abstracts
7. Poverty and Human Resources Abstracts
8. Psychological Abstracts
9. Research in Education (ERIC)

10. Sociological Abstracts
11. Sociology of Education Abstracts
12. State Education Journal Index
13. U. S. Government Research and Development Reports
14. U. S. Government Publications Monthly Catalog

Development and Selection of a Linkage System

Crucial to the success of this project was the development of an effective and efficient strategy for linking together the project staff, monograph writers, and research resources. The following criteria were employed in the selection of a linkage system. The linkage system should:

A. Maximize the number of research resources to be tapped.

B. Minimize duplication of time and effort.

C. Maximize feedback, communication, and coordination between the writers and project staff.

D. Provide for at least a common core of research resources to be examined.

Examples of alternative linkage systems examined included the following:

A. "Writers Only" Options

(1) WRITER	Research Resources of Own Choosing	(2) WRITER	Predetermined Research Resources
(3) WRITER	Some of Own Choosing; Some Predetermined	ASSISTANTS AVAILABLE TO THE WRITER ON AN ON-CALL BASIS	

B. "Writer-Assistant" Options

(1) WRITER		(2) WRITER	SELECTED RESOURCES
ASSISTANT	ALL RESOURCES	ASSISTANT	SELECTED RESOURCES

C. "Writer-Pooled Assistants" Options

(1) WRITER		(2) WRITERS	SELECTED RESOURCES
ALL ASSISTANTS	ALL RESOURCES	ALL ASSISTANTS	SELECTED RESOURCES

Following consultation with monograph writers and selected information science advisors, alternative B-2 was adopted.

Criteria for Screening Literature

Efforts were made to develop criteria for screening available research literature for validity. The following considerations by Van Delen were adopted to guide this effort.

A. Considerations for Experimental Studies

1. Internal Validity

a. Contemporary History
b. Maturation Process
c. Pretesting Procedures
d. Measuring Instruments
e. Statistical Regression
f. Differential Selection of Subjects
g. Experimental Mortality
h. Interaction of Selection and Maturation, Selection and History, etc.

2. External Validity

    a. Interaction Effects of Selection Biases and the Subjects
    b. Reactive or Interaction Effect of Pretesting
    c. Reactive Effects of Experimental Procedures
    d. Multiple-Treatment Interference

3. Appropriateness of Statistical Tests

4. Formulation of Design

B. General Consideration in Descriptive Studies

1. Adequacy of the design for testing the hypothesis

2. Explanation of the standards for data collection

3. Does the study reflect superficiality or depth of inquiry

C. General Consideration in Historical Studies

1. Reliance on primary or secondary sources

2. Internal and external criticism

3. Can the data be verified by auxiliary sources

4. To what extent was the data "interpreted"

Criteria for Selecting Monograph Topics

The following criteria were employed to select monograph topics from the problems and concerns identified by ABE practitioners:

A. The frequency with which a problem was mentioned or appeared in interviews, surveys, and literature searches.

B. The degree to which practitioners and juries of experts rated a problem as being one of the most crucial ones in ABE

C. The availability of research dealing with the problems under consideration.

D. The interests and expertise of the monograph writers

Criteria for Selecting Monograph Writers

The following guidelines were used to identify and select monograph writers.

A. Familiarity with basic and applied research in ABE

B. Understanding of problems in the field

C. Ability to address research findings to practical situations

D. Availability of time to devote to the project

E. Degree to which the individual has the particular expertise necessary to deal effectively with one or more of the tentatively selected monograph topics

Writers' Workshop

A Writers' Workshop was held at the Driftwood Motel in Tallahassee, Florida, from October 11 through October 13. Workshop objectives, participants, and accomplishments are recorded below:

A. Workshop Objectives

1. To present an overview and rationale for the project,"From Research to Practice!"

2. To identify those problems in ABE which will be the topics for the written research monographs.

3. To design a format and style for the research monographs.

4. To set up a linkage system which ties writers, project staff, and research resources together.

5. To determine validity criteria for selection of research.

6. To set deadline dates for project tasks.

7. To develop objectives for the next writers' workshop.

B. Workshop Participants

1. Project Staff--Dr. Wayne L. Schroeder, Director
Mr. Charles Divita, Assistant Director
Mr. Gary F. Norsworthy
Mr. Aubrey Gardner
Mr. James Umphrey
Miss Ilze Gueiros

2. Writers--
Dr. Coolie Verner, University of British Columbia
Dr. Alan Knox, Columbia University
Dr. Don Seaman, Mississippi State University
Dr. Robert Snyder, University of South Carolina

3. Consultants--
Mr. Jules Pagano, Executive Secretary, AEA-USA
Mr. Chalmers Murray, Director of Adult Education, Broward County, Florida
Mrs. Ann Hayes, Appalachian Adult Basic Education Demonstration Center
Dr. George F. Aker, Professor and Head, Department of Adult Education, Florida State University
Mr. Gerald C. Hanberry, Instructor, Department of Adult Education
Miss Toni Powell, Research Assistant, Department of Adult Education

C. Workshop Accomplishments

1. Monograph topics, writers, and assistant assignments--

a. Dr. Coolie Verner (Assistant: Charles Divita, Jr.)

(1) How and Why Adults Learn

(2) Adapting Learning Environments to the Physical Characteristics of the Learner

b. Dr. Don Seaman (Assistant: Gary Norsworthy)

(1) Dropout Prevention and Reclamation in ABE

(2) Starting Students Successfully in the Program

c. Dr. Alan Knox (Assistant: Myra Ashley)

(1) The Problem of In-service Education in ABE

(2) The Problem of Evaluation in ABE

d. Dr. Robert Snyder (Assistant: Jim Umphrey)

(1) Recruitment in ABE

(2) Decision-Making in the Selection of Learning Resources in ABE

e. Miss Myra Ashley

(1) The Selection of Priorities in ABE

f. Mr. Gary Norsworthy

(1) Identification, Training and Utilization of Paraprofessionals.

2. Deadlines--First drafts of monographs were due to be submitted to the project staff by March 1, 1971. Final drafts were due by May 1, 1971.

3. Guidelines for format and styles of monographs--

a. Avoid the use of technical terms or jargon

b. Use references that are readily available

c. Select references that are readily available

d. Submit one draft copy referenced in detail

e. Write on a high school reading level

f. Use occasional cross references

g. Monographs should be 30-50 printed pages in length

h. Printers will use 10 point type on a 12 point base

i. Write in a personal form (you)

4. Monograph topic (problem) elaboration--descriptions of the areas of questions to be considered in each of the respective monographs appear in Appendix B.

Research Retrieval Activities

Monograph writers were charged with the responsibility of screening the research resources available through their respective university and departmental libraries. The project staff assumed responsibility for examining the research resources of several major data depositories and clearinghouses. The staff also assumed responsibility for initiating surveys of key individuals for the purpose of identifying additional resources possibly missed through the other retrieval activities. A description of the project staff's research retrieval activities follows:

A. ERIC Clearinghouse on Adult Education and the Library of Continuing Education, Syracuse University, Syracuse, New York--The ERIC Clearinghouse on Adult Education and the Library of Continuing Education at Syracuse University constitute the most comprehensive data

depositories in the United States for information pertaining to the field of Adult Education. The Syracuse University Center was visited by three members of the project staff to (1) become oriented to the operations of the overall ERIC system (ERIC/AE in particular) and the resources and services available; (2) screen and retrieve research within the ERIC system which had relevance to the ten problem areas to be dealt with in the research monographs; and (3) consult with ERIC/AE information specialists for the purpose of identifying other relevant data depositories worthy of project staff visitation.

A basic search for relevant research was made through the following ERIC/AE abstract collections.

1. Adult Basic Education.
2. Occupational Training Programs for Disadvantaged Adults.
3. Low Aptitude Groups.
4. Disadvantaged Groups.
   a. Poor
   b. Negro
   c. American Indians
   d. Migrant Workers
5. Unskilled, Low Aptitude, Disadvantaged Groups.

Numerous collections of documents in other basic areas (i.e., community development; programmed instruction) were also screened. In

all, approximately 3,000 ERIC/AE abstracts were read and coded. Of this number, approximately one-fifth were sent to the monograph writers with a recommendation for their examination. Writer's request for either hard copy or microfilm copies of documents were subsequently filled by the project staff in cooperation with ERIC/AE.

B. Washington, D.C.--Members of the project staff visited selected federal agencies during November, 1970, in order to examine research relevant to the "Research to Practice" Project. Considerable assistance and relevant documents were provided by the Bureau of Vocational and Technical Education of the U.S. Office of Education. The project staff met with selected members of the Bureau in order to identify additional references and leads to research and project reports. Following this meeting, the project arranged for one-day visits with staff members of the Manpower Administration, U.S. Department of Labor. A great deal of time was spent in discussions with employees of the Bureau of Research and Job Corps. These meetings subsequently yielded additional leads and information storage centers. Retrieval activities were also pursued through the Office of Economic Opportunity. Numerous research studies and reports were secured through all of the

above retrieval efforts. Documents were mailed to Florida State University where they were more closely examined, coded, and forwarded to the appropriate writers.

C. Letters and Requests to Additional Information Centers.--Letters were sent to additional information storage centers which were felt to have potential relevance to the project. These included DATRIX--University Microfilms, Federal Clearinghouse of Scientific and Technical Information and other agencies.

D. Survey for Identification of Research Reports.--The project staff initiated a survey of all members of the Commission of Professors of Adult Education, State Directors of Adult Education, and Special Project Directors. The purpose of this activity was to identify research resources possibly missed through the other identification and retrieval activities.

Perception of First Drafts

Following a systematic screening of research resources in a variety of educational information storage centers, each writer was provided with a continuous flow of research relevant to the particular topics being dealt with by this project. These resources, along with those identified independently by each writer, were reviewed, synthesized and "repackaged" into

a more readable, practical format and style. Special attention was given to relate knowledge statements in these information sources to problems typically encountered by ABE practitioners in the field. Each first draft was written in accordance with certain guidelines which facilitated the development of a more "practitioner-oriented" document. These guidelines appear in Appendix C. Furthermore, a philosophical statement was developed by the project staff and forwarded to each writer. The purpose of this philosophical statement was to set forth the position of the project with respect to views of the poor and/or undereducated. Specifically, this philosophical statement sought to insure that the ABE clientele were not presented in a negative litht and that a positive image and strong potential for change be stressed. This statement of philosophy is presented as Appendix D.

Evaluation of First Drafts

Following receipt of first drafts, a variety of strategies were initiated to evaluate these documents. A description of each evaluation strategy follows:

A. Field Evaluation.--A sample of ABE practitioners was chosen to read and evaluate each of the first drafts. The practitioners were representative of a number of different ethnic and minority group populations and were from five different geographic areas. The areas were as follows: The Florida Migrant Belt Area; The Appalachian Region; The Mississippi Delta

Area; The Southwest; and the New York City Area. The monographs were thus read and reviewed by persons teaching migrants, rural whites, rural blacks, Indians and urban populations. In addition to being chosen to provide for a balanced geographic, ethnic, and minority group presentation, the sample of field testers was chosen so that both experienced and inexperienced teachers and administrators would be represented. Field evaluators were asked to read each document, make notes and comments in the margins, and complete a questionnaire (see Appendix E).

B. Staff Evaluation.--Upon receipt of each first draft, each staff member individually read and evaluated the documents. These evaluators were charged with noting reactions on the margins of documents and completing a questionnaire (see Appendix D). Next the staff met as a group to discuss their individual reactions toward each first draft. From this group activity, a series of specific criticisms and suggestions were recorded for each monograph.

C. Other External Evaluation.--This group of evaluators consisted of persons who had a keen interest in and knowledge about the field of adult basic education. The group included (1) Professors of Adult Education at Florida State University and Florida A. & M. University; (2) state and local level administrators of adult basic education programs; (3) graduate

students in Adult Education from Florida State University and Florida A. & M. University; and (4) selected individuals in the writers' specific locales.

Revision of First Drafts

The results from the above field, staff, and external evaluations were synthesized and forwarded to the respective writers. Four of the six writers met face-to-face with the staff to discuss strengths and weaknesses of their first drafts and possible ways of improving them. The remaining two writers, because of distance and schedule conflicts, were contacted and were involved in an extensive discussion of their first drafts via long distance telephone calls. The interaction of the staff and project writers with the first draft evalution feedback resulted in the writers making specific commitments to alter, change or otherwise make certain improvements in their respective monographs. Also, at this time, writers were asked to give specific deadlines for submission of their second drafts.

Final Evaluation and Editing of Second Drafts

Upon receipt, each monograph was distributed to each project staff member and two external editors. Again, each staff member was charged with evaluating and editing each second draft version. Following the individual efforts of the staff, a group evaluation session was scheduled to discuss

the second drafts and make recommendations should any specific changes be deemed necessary. The external editor's role was somewhat different than the staff's role. The former persons were charged with a responsibility for editing for mechanics and clarity, while the staff was responsible for editing and evaluation in terms of both mechanics and content. To guide the editorial efforts of the staff and the external editors, a set of "guidelines for editors" was developed. These guidelines appear as Appendix F. Following the editing and evaluation of the staff and the external editors, the project director and the assistant project director assumed the responsibility for the final editing of each monograph. In sum, the second drafts were edited and evaluated in four waves; namely, (a) an individual evaluation and editing by each staff member, (b) an editing by persons external to the project, (c) a group editing and evaluation by the project director and the assistant project director.

Printing of Monographs

Consistent with Florida State University policy, the job of printing finally edited monographs was submitted for bids. The low bid was submitted by Boyd Brothers Printing Company, Panama City, Florida, with whom a subsequent order of 200 copies of each monograph was filed. The galley proofs have been read and delivery of the final products was expected by December 18.

Dissemination of Monographs

The initial 200 copies of each monograph will be distributed free of charge to the United States Office of Education, Departments of Education (State Directors of Adult Basic Education), Graduate Programs of Adult Education, and key individuals who were involved in project development and evaluation. The few copies which then remain will be distributed to a selection of special project directors, community action program directors and MDTA directors.

In spite of the fact that the project has not been refunded, an additional modest effort to more widely disseminate the monographs is being prepared. An initial announcement brochure was distributed at the AEA-NAPCAE conferences in Los Angeles (see Appendix G). A more elaborate brochure is now being produced by the Department of Adult Education which will be more descriptive of the monograph series and will detail how interested persons and organizations may order copies at a minimal cost. Five of the larger monographs will be sold at $1.50 per copy and the remaining five will be sold at $1.00 per copy. This should be sufficient to pay for the handling and mailing costs.

It is anticipated that many of those free copies sent to State Directors of Adult Basic Education and University-based Adult Basic Education Trainers will result in subsequent orders for additional copies. In addition, members

of the Department of Adult Education will continue to promote the series by word of mouth and by enclosing brochures in their routine mail.

Findings and Recommendations

The major purpose of the project was to demonstrate a technique whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners for problem solving and program improvement. A series of strategies was, in fact, employed to produce ten monographs--each of which addresses itself to a crucial problem area in adult basic education. Unfortunately, however, the demonstration is incomplete and will remain so since there are no funds available to continue it. As mentioned earlier in this report, a modest effort will be made by the Department of Adult Education to go beyond its obligation of distributing 200 free copies of each monograph. Questions such as how widely are the monographs being distributed and to what extent is their substance being used by practitioners to improve their practice, etc., will, however, remain virtually unanswered.

All this is not to say that the project has been without discoveries. Some discoveries were made during formative evaluation of procedures (strategies) recorded earlier in this report--discoveries which should profit others who will surely follow in search of a viable way of converting research into

practice. Since these discoveries have not been confirmed in a summative sense, they should be regarded as tentative--as should associated recommendations. Appropriately cautioned, here they are:

1. Ten monographs which relate research to practice can be produced in a twelve-month period with the resources made available in this project. In twelve months a staff was hired; physical resources were secured; crucial problems were identified and analyzed; writers were hired; appropriate research was retrieved, screened and synthesized; and monographs were written, evaluated, edited and printed. To accomplish so much in such a limited period of time required the extensive cooperation of all involved. In addition, it required that several important decisions be made more on the basis of expedience than on quality-based criteria. At numerous points in the process recycling was indicated but the decision to push on was mandated by our goal of ten written documents in twelve months. Twenty-four months rather than twelve months would have been a more realistic period of time to fulfill ideals of the project.
2. Problems reported (orally or in writing) by practitioners and researchers are often imprecisely defined and analyzed. Gross problem statements,

while making consensus concerning importance a near certainty, do make the generation of solutions risky at best. This tendency can be avoided if those who define problems for themselves or others would be encouraged to consider the following recommendations:

A. Look for problems in the operation of adult basic education--that is, where they make contact with clientele. This search can be made systematic by functionally observing eleven sub-operations of the system--namely student identification, recruitment, engagement, counseling, diagnosis, prescription, learning procedures, evaluation, termination, placement and follow-up.

B. Specify the problem in terms of a gap between a present condition (carefully described) and a desired future state (carefully rationalized). Furthermore, content, clientele and functional parameters of the problem should be made explicit. The importance of such parameters is obviated by the part they play in diagnosing the problem, in selecting relevant research findings and in postulating alternative solutions.

C. Analyze the problem by thoroughly considering potential factor inputs (independent variables), both positive and negative, eminating from every operational level of the total system. A given problem in adult basic education may be influenced by factor inputs generated at any of seven levels of the system; i.e., national, state, community, program, learning environment, teacher-student, student.

3. Practitioners tend to attribute problems to lack of financial and physical resources or to some uncontrollable internal or external conditions of the learner rather than to a lack of capability or knowledge on their part. Approximately 100 ABE teachers, supervisors and administrators were interviewed early in the project to secure practitioner impressions concerning crucial problems and causal factors. This experience grounded the notion that practitioners tend to avoid attributing problems to anything they do or don't do. Accepting this discovery it seems advisable to suggest that, where lack of capability or knowledge may be operating, its presence be inferred from direct observations of behavior rather than from responses to interview questions.

4. Researchers-writers of the type employed in this project tend to key their thinking and writing to knowledge

problems rather than to real, day-to-day problems of practitioners. The staff devoted a large portion of its first two months on the job to (1) identify real problems in ABE and (2) develop a conceptual system that would enable--even assure--writers to start with a specific operational problem, analyze it and then move systematically to relevant bodies of knowledge. The fruits of this labor, however, were only partially accepted by most of the writers. This was made obvious by their reactions at the mid-October workshop and by the nature and design of their first drafts. Most writers were again starting with the illumination of a body of knowledge deemed relevant to a gross problem area rather than starting with a specific problem and then proceeding to select from a number of different bodies of knowledge. At this point we made the only decision that seemed feasible under the constraints of time--essentially that of giving the authors their head.

In retrospect, either of two alternative procedures might have produced a better result than the one employed. First, involve the writers with the staff at the outset in the development of a system which would assure movement from specific problem analysis to organized bodies of knowledge. This may

have avoided the encountered resistance of writers to a system which was essentially developed by the staff and imposed upon them during the workshop. Second, allow staff to define and analyze specific problems consistent with the system it derived and then select writers who agree to handle the problems as analyzed.

5. Once a writer prepares his first draft, he tends to resist changing its basic framework. A fully developed first draft represents a considerable expenditure of time and ego involvement. Thus, resistance to suggestions that the framework of such an effort be altered is not without reason. The staff did not require the writers to submit an outline for reaction and approval. Instead, the writer was instructed to move directly to the development of a first draft. Looking back, we now consider that decision ill-advised We think that authors would have been more receptive to changes suggested in their outlines than they were to those suggested in their fully exploded first drafts.

6. It is a rare individual who possesses both the research skills and practical experiences and sensitivities necessary to screen and interpret research and convey it meaningfully to the practitioner in the context of his (the practitioner's) own problems. In selecting

writers for the project, emphasis was placed on research skills, but hopefully not at the expense of practical experience and sensitivity. This ideal was apparently only reached in part--the practical component did suffer in some instances. It is this experience that leads now to the suggestion that two-member teams be employed to prepare monographs rather than a single individual. One member would bring to the task a grounded view of the problems, a writing style acceptable to the practitioner and a sensitivity to conditions under which practitioners generally operate (call him the enlightened practitioner). It would appear appropriate to further recommend that one of the two members be indigenous to the ABE target audience.

7. Research which focuses directly on the ABE phenomenon and at the same time is designed to permit valid generalization to that phenomenon is practically non-existent. The project staff started with a rather rigid set of criteria for selecting relevant research. We soon "backed off", however, upon discovering that a mere handful of studies directly concerned with ABE satisfied the criteria. Most studies located seem more appropriately labeled

reports of single project evaluation--which, incidentally, were more often than not either poorly designed, questionably executed and/or sketchily written.

Nearly every problem identified in this project has been virtually untouched by the hands of the rigorous researcher. The United States Office of Education should attend to this condition. Problems identified in Appendix A could furnish substantive direction to an effort aimed at stimulating urgently needed high quality research in adult basic education.

8. Of all the data depositories searched, the most useful were ERIC-Adult Education; the Bureau of Vocational and Technical Education, the United States Office of Education; Manpower Administration; Department of Labor; and the Office of Economic Opportunity. Other depositories offered virtually nothing which was not available from these four prominent depositories. Moreover, the four depositories (particularly ERIC-Adult Education) held many "pieces" apparently unheard of by other depositories. Thus, those who follow would be well advised to concentrate efforts on the four sources mentioned.

9. Field evaluators tend not to be very critical of monographs they are asked to appraise. Most of the more than 100 assessments received were positive--even in instances where being negative was obviously justified. Perhaps an evaluation workshop in which a small number of practitioners representing a cross section of the field would have been a more productive means of field testing than the one used--that of distributing drafts to individuals with instructions to read the drafts and respond by completing an assessment questionnaire.

10. The preparation of two quality monographs by a fully employed professional within a seven-month time period is an unrealistic expectation. The project employed four outside writers who were expected to produce two monographs each in approximately seven months. This was done to simplify communications and to profit from "practice effect." In retrospect, such an expectation is deemed unrealistic. Under such time pressure, something had to give. There is evidence that what gave way in about half of the cases was an extensive search for relevant research in the behavioral sciences.

APPENDICES

APPENDIX A

PROBLEMS AND CONCERNS IN ABE

Problems and Concerns in ABE

A very major portion of the project staff's time thus far has been devoted to the identification of the problems and concerns of ABE practitioners. This document represents a synthesis of that effort. These problems or concerns (call them what you may) were identified through two methods--literature searches and field interviews with practitioners. The literature search included examinations of dissertations, theses, papers, reports, surveys, books, and pamphlets. The materials examined were limited to those available at the Florida State University Library and the Department of Adult Education Library.

In order to validate and receive further elaboration of the problems identified in the literature, a series of interviews were held in the following areas--Jacksonville, St. Augustine, Orlando, St. Petersburg, Clearwater, Pensacola, Panama City and Tallahassee. In these areas rural and urban programs were visited. Interview teams talked with students, teachers, counselors, and administrators in WIN programs, migrant programs, and regular ABE programs. Programs in public schools, churches and adult centers were visited.

The problems identified have been categorized under broad areas. The symbols (L) and (I) have been used to designate the problems identified through the literature search and interviews respectively. Hopefully, the list will facilitate the development of the ultimate problem statements and monograph topics for this project.

Objectives of ABE

(L) 1. What is a complete definition of ABE? What should be the ultimate objective of ABE? What are some of the major intermediate objectives? Which objectives do most programs strive to achieve? With which objectives do ABE students most identify?

(LI) 2. How can objectives in ABE be stated in measurable terms? Should they be? What difference does it make to do so?

(L) 3. Who should determine these objectives? What should be the role of the teacher, community, student, administrator in doing so? Does it make any difference with regard to who's involved in the stating of objectives? If so, in what ways?

(L) 4. What are the cognitive, affective, and psychomotor objectives which are most important to strive for in ABE programs?

(LI) 5. What is the distinction between a basic education program and a literacy program? How does any such distinction call for changed teacher behavior? How (if at all) are the objectives of the two programs different? Which program can best serve the needs and wants of the undereducated, disadvantaged adult? Why?

Recruitment and Engagement

(LI) 1. Why are programs plagued by irregular attendance and irregular arrival? Why don't some clients take the program seriously? How do such things as work commitments, different concepts of time, low value placed on education interfere with active and meaningful participation in the ABE program? In essence what are the factors in the social milieu which adversely impinge on the undereducated adults' ability and desire to participate in an educational program? What factors related to the ABE program itself do so? How can ABE practitioners help ABE clients develop more "educationally facilitating" behaviors, attitudes and values?

(I) 2. What does the beginning student feel when he enters the program? What is the role of anxiety on the part of the beginning ABE student? How can it be overcome?

(I) 3. What is the effect of paying people to come to ABE classes? Which is most effective, voluntary or required class attendance? How are such things as attendance, retention, motivation, etc., affected in these two different situations?

(I) 4. Should recruiting of students be aimed at groupings (ex. families, co-workers) instead of individuals? What recruitment techniques have been shown to be the most effective?

(LI) 5. What is or should be the role of the community and other agencies in the recruitment of students?

(L) 6. What attitudes, values, fears, and aspirations of undereducated, disadvantaged adults should be understood by the ABE practitioner concerned with recruitment?

Diagnosis and Testing

(I) 1. What problems are encountered as a middle-class teacher tries to diagnose the needs (cognitive and affective) of undereducated, lower SES adults? What can be done to help such a teacher establish the necessary rapport, empathy, etc., to do so?

(LI) 2. How can the anxiety of testing be alleviated?

(LI) 3. What is informal testing and diagnosis? How can it be done? Why should it be done?

(LI) 4. What is special learning disability? How can special learning difficulties be diagnosed or identified? What should teachers do about specific "special learning difficulties"?

(LI) 5. Of the host of standardized tests available, which ones are best for undereducated adults for given purposes?

Curriculum and Materials

(LI) 1. What constitutes a "Practical" curriculum, a "comprehensive" curriculum in ABE? What type of curriculum is "best" for helping the ABE student overcome the factors in his life which have caused him to be labeled "disadvantaged"? What concepts, skills, etc., should the optimum curriculum transmit to the ABE student?

(LI) 2. What are some useful criteria for evaluating instructional materials and equipment for teaching ABE students? What, in fact, are some of the more effective instruction materials and equipment? In which setting or instances or for what purposes are they most appropriate?

(LI) 3. Who should be involved in the selection of materials and equipment? What research has been conducted under controlled conditions to test the relative effectiveness of instructional materials and equipment? What are the relative merits of programmed materials versus more traditional forms, versus multi-media instructional forms,

versus teacher-made materials? Which are most appropriate for given purposes?

(LI) 4. How much of the curriculum should be based on expressed wants? On diagnosis needs?

(I) 5. What kind of curriculum and what kinds of materials are most effective and appropriate for use with the totally illiterate adult who has no basis from which to build?

(LI) 6. Do different geographical and economic regions have a bearing on the type of curriculum or materials which should be adopted? If so, in what ways? What are the contrasts (if any) between an appropriate curriculum for urban vs. rural areas; agricultural vs. industrial?

(I) 7. Can the basic education curriculum be integrated (teach health education through English and vice versa)? Is it desirable to do so? What evidence exists that an integrated curriculum is "better"?

Teacher Selection and Training

(LI) 1. Is there a need for special teachers in ABE? If so, in what respects? What should be their roles? How can they be recruited and trained? What are their desired cognitive and affective competencies? Is a degree-holding teacher the best for the job? What does research say about the use of indigent teachers? Teachers of youths?

(LI) 2. What are some proven criteria for selecting "good" teachers? What characteristics are most important to look for in teachers?

(LI) 3. What are the special training needs for different types of teachers? (i.e., experienced public school teachers; inexperienced public school teachers; etc.) What methodologies, techniques, and materials should be used?

(LI) 4. Of what use are paraprofessionals? Do they actually facilitate the achievement of ABE students' objectives? What competencies are desirable? How can they be recruited and trained? What are some of the possible sources of conflict--with teachers, students?

(LI) 5. How effective have national and regional workshops been in "improving" practitioners of ABE? Are the short term (2-4 weeks) intensive teacher training programs doing the job? What are the most effective types of in-service training for ABE practitioners?

(L) 6. How is ABE teacher selection and training affected by certification requirements? What are some of the desirable and undesirable certification statutes? In what ways are they desirable or undesirable?

(LI) 7. How can we help teachers to become more sensitive and empathic? Is it true that most regular school teachers who begin ABE don't know what to do--don't know the problems of the clientele--don't know haw to get along with the undereducated, disadvantaged adult?

Teaching Methodology and Teacher Behavior

(LI) 1. How can we get teachers to stop teaching ABE students as if they were elementary school children?

(LI) 2. When is it appropriate to teach individually? When is it appropriate to teach in groups?

(I) 3. What are the advantages and disadvantages of "grouping" in ABE? By age, sex, intelligence, achievement? What method(s) work best in given situations for given people?

(LI) 4. What is the role of teacher-student value conflicts in ABE with regard to recruitment and retention; motivation and achievement? What should and can be done about such conflicts?

(I) 5. To what extent is it necessary or desirable for a teacher to become acquainted with or involved in the personal and social problems and affairs of the ABE student? Why?

(I) 6. Which technique is best for given purposes--directive or non-directive teaching?

(I) 7. What do ABE teachers need to know about group dynamics? Why don't some ABE students participate in group activities? Is it important that they do so? What can the teacher do to bring about changed behavior in this respect if it is desirable?

Student Motivation

1. How can externally diagnosed ABE student "needs" be changed into intrinsic wants? Is this desirable? In what instances? Is a need merely a want of which the person is not aware? Does it make any difference to an ABE teacher to distinguish between diagnosed needs and students' expressed wants? Should the teacher try to help the student emnrace needs as wants? Does such teacher behavior constitute indoctrination?

(LI) 2. What is intrinsic motivation and extrinsic motivation? Which is best for given situations? Can one type become another type? Do ABE students typically respond better to one type than to another?

(L) 3. What is meant by the concepts "need for achievement," acievement motivation," and "N-achievement"? Of what utility are such concepts to ABE teachers? Students? How can N-achievement be affected, or can it? How is it initially developed? Are there social class distinctions with regard to this characteristic?

(I) 4. Why don't some students participate in group activities? How can classroom participation or active participation in learning be increased on the part of the student? Is this desirable? What does the ABE teacher need to know about group dynamics?

(LI) 5. What is the effect of self-concept on motivation? Can self-perceived deficiencies be overcome? Is self perception related to initial engagement, retention, and achievement on the part of the student?

(I) 6. What are the group factors (i.e., socialization) which impinge on motivation? Who are likely to be "significant others" for the ABE student? Of what consequences are these significant others? How can they be identified?

(LI) 7. What are some key things that teachers, reference groups, etc., can do to "motivate" students for given purposes? What factors have been associated with "motivated" and "unmotivated" persons?

(I) 8. What does research say about the "culture of poverty" and its relationship with different facets of motivation?

(LI) 9. How can clients be made aware of the utility and value of ABE to their present and future lives?

Instructional Environment

(LI) 1. What is the "learning lab" concept? What is good and what is bad about it? What is its relative effectiveness in facilitating student achievement as compared to other approaches?

(I) 2. Is it important that the ABE learning group be a cohesive one? If so, in what ways? How does one go about helping a group to become more cohesive, provided it is desirable?

(I) 3. What type of institutional setting is best for what type of student; for what type of program and objectives?

(I) 4. How do factors of physical environment affect learning, attendance, and retention?

(LI) 5. What problems of discrimination are present inside and outside the classroom? How are their effects made known? What can be done about it and by whom?

Evaluation

(LI) 1. What are the most effective ways to evaluate the influence of the program on the ABE participant? What variables should be examined? What instruments are available? Which ones are most appropraate? What is the purpose of evaluation?

(LI) 2. How can students be placed at the "right" level without giving a test? What may be wrong with testing ABE students? How can evaluation be made non-threatening? Rewarding?

(L) 3. What are the most appropriate variables to examine when evaluating the ABE program: What models are available? Which are best?

(L) 4. What are some proven ways to successfully follow up students? Of what use is follow-up? What have follow-up studies told us about students that is important for a teacher or administrator to know?

(LI) 5. How can affective objectives be evaluated?

(LI) 6. What are the most effective (reliable-valid) criteria to use in evaluating materials and equipment?

Retention and Dropouts

(LI) 1. Why do people stay in the ABE program? Are the factors which contribute to retention merely the converse of those which lead to dropping out?

(I) 2. When are the most critical periods for retaining students in programs?

(LI) 3. How can dropouts be prevented? Re-engaged?

(LI) 4. How do teachers' attitudes affect retention? Dropping out?

Guidance and Counseling

(I) 1. What should be the competence or qualifications for a counselor in an ABE program? Which counseling strategies appear to be the most effective with given individuals in given situations? Is there any evidence to suggest that ABE counselors do facilitate desired behavior modification in students? What should be the duties and responsibilities of an ABE counselor?

(I) 2. Should job placement be an integrated part of the ABE program? To what extent has this been demonstrated to be a recruitment, retention, and achievement factor?

(I) 3. What is group guidance and group counseling? When are they appropriate for use in an ABE program? How does a teacher get the group involved in such activities? What is the teacher's role?

(LI) 4. How can ABE students be helped in setting realistic goals? How can they be helped to become more introspecti e?

(LI) 5. What is known about the "psychology" of the disadvantaged adult?

(I) 6. What is the role of "trust" between student and teacher and student and student? How can trust relationships be established?

Adult Learning and Achievement

(LI) 1. What special problems hamper the undereducated adult's ability and desire to learn? What are the main differences between the undereducated adult learner and the undereducated youthful learner?

(LI) 2. How do teacher expectations affect learning?

(I) 3. Do undereducated adults appear to have any specific, unique "ways" of learning?

Program Management

(LI) 1. How can ABE teachers draw upon community resources (public and private) to meet the total needs of the undereducated adult? Is the strategy desirable? Why? What key ancillary services seem to have the most effect on variables such as recruitment retention, motivation, and achievement?

(LI) 2. What degree of public recognition of the problems of undereducated adults exists? What degree is appropriate? How can more desirable public understanding be secured? How will such increased awareness help the ABE student?

(LI) 3. What is the most effective and useful way to plan a program? What factors should be taken into account when planning a program? Why?

Financial Considerations

1. How much money is being expended for basic education for adults at the national, state, and local governmental levels? How much is being spent by private sector sources? Is the financing adequate? In what areas is more money most urgently needed?

2. Have there been any cost effectiveness or cost benefit analysis studies made in ABE? If so, what were the findings? If not, should such studies be made in ABE? If so, how should they be made?

3. What is PPBS? To what extent have PPBS principles been employed in the ABE program development process? Are there any studies which demonstrate that such planning is more effective than traditional planning in ABE?

4. How can more funds be secured from public and private funding agencies? What are these agencies? What data will need to be presented to justify request? What demands (outcomes) should such agencies be justified in anticipating?

The foregoing analysis of problems in ABE is now being used to develop practical materials for use by local leadership in ABE. The materials thus developed will be field tested among ABE teachers throughout the state of Florida during the spring of 1971.

In-service training needs in ABE

A project recently completed was that of identifying the perception of ABE teachers as to the content areas most useful in organizing their in-service training and determining their preferences as to in-service training activities.

The survey yielding the following data was organized and conducted under the direction of Mr. Stephen Brieger, Mr. Frank Semberger and Miss Toni Powell.

APPENDIX B

DELINEATION OF PROBLEMS IN ABE

Problem Concern: Why and How Adults Learn

1. What are the different kinds of memory? Recall-Recognition

2. What does a teacher need to know about each?

   Ex. 1. Recall memory smaller than recognition
   2. Teach material in terms of the use the learner is to make of it.

3. How does "Meaningfulness of material" affect learning?

4. What criteria should be used to select materials according to learning principles?

5. What is skill learning? What processes or steps are involved in such learning?

6. What is the effect of practice in learning? How should practice be paced?

7. What are the different types of learner behaviors (active vs passive)?

8. What is retroactive inhibition? What can be done to prevent the phenomonon?

9. How does awareness of results affect learning? Should criteria for performance be established?

10. How does sequencing of learning tasks affect learning? What are some learning hierarchial models?

11. Are there specific learning strategies which seem to be most appropriate for the disadvantaged adult?

12. What are the conditions of vertical and lateral transfer?

13. What is the influence of "role models" - teachers?

14. What is the importance of application?

15. How do personality characteristics of the learner affect learning?

Problem Concern: Adapting the Learning Situation to the Physical Characteristics of the Learner

1. What are the normal physiological changes which occur through adulthood?

   A. Changes in Senses
      1. Vision
         a. near point of vision
         b. far point of vision
         c. depth perception
         d. amplitude of accomodation--reserve power of the eye
         e. speed of the eye--adjustment from near to far vision
         f. variability of the eye to illumination

      2. Hearing
         a. auditory acuity
         b. detection of sound--pitch
         c. comprehension

      3. Homeostatic Adjustment
         a. changes in perspiration rates
         b. optimum - temperatures

   B. Muscle tone - dexterity - control

   C. Psychomotor considerations

2. When does these occur and why?

3. How are these changes noted in the classroom? How can they be recognized?

4. How do these factors affect what is to be learned or how something should be learned?

5. What can and should the teacher do about each of these factors?

6. What are the physical profiles for ABE clientele?(disadvantaged, poverty stricken adults) Are his rates of change different from the more economically advantaged adult, how? Why? Is there an abnormal decline?

7. What is the impact of the deprived environment of poverty on physiological development? How does poverty compound physiological decline?

8. What is the effect of occupational status on learning and physiological deterioration?

Problem Concern: How to Reduce the Dropout Rate in ABE

1. What is an ABE dropout?
   - When does a person become a "dropout"

2. What is the dropout rate?
   - How does it compare to public school dropout rate?
   - Does it differ according to where programs are located?

3. What are the characteristics of dropouts?
   - Are there certain kinds of personal characteristics common to most dropouts? If so, how can a teacher identify potential dropouts?

4. What are the barriers (non-personal) which prevent the ABE student from remaining in school?
   - can they be readily identified early in the persons attendance?

5. How can retention be increased?
   - Are there certain methods or techniques which will encourage the student to remain in class?
   - What about location of classes? transportation? stipends? etc.

Problem Concern: How to Start Students Successfully in the ABE Program

1. How can rapport with the new student be established in order to obtain initial data?

2. What kinds of data should be obtained when the student enters the ABE program?

3. Are there specific methods or techniques which should be utilized when acquiring initial data?

4. How can specific learning strengths and/or weaknesses (disabilities) be diagnosed? Which instruments are best for acquiring these data?

5. What kinds of learning disabilities are most detrimental to initial student progress?

Problem Concern: In-Service Education

1. What competencies and characteristics do typical ABE teachers bring to the ABE program?

2. What are the characteristics of outstanding ABE teachers?

3. What are the major needs of ABE teachers for continuing professional education?

4. In what ways can in-service education experiences most effectively increase the competence of ABE teachers?

5. How can ABE teachers be most readily involved in in-service education?

6. What administrative and organizational arrangements will most facilitate the acquisition and application of increased competence by ABE teachers?

Problem Concern: Program Evaluation in ABE

1. What are the major questions of the ABE learner, teacher, and administrator that, if answered, would substantially improve the program?

2. What contribution can continuous program evaluation make to answering these questions?

3. What types of evidence can be collected in ABE programs to allow data based conclusions?

4. How can the evidence be analyzed?

5. Who should be involved in the evaluation process and what are their roles?

6. How can the ABE director best facilitate the development and implementation of desirable and feasible evaluation plans?

Problem Concern: ABE Recruitment

1. What are some barriers to recruitment

   A. Student time constraints
   B. Student scheduling problems
   C. Student awareness of ABE programs
   D. Student perception of ABE program relevant to his life situation. Why is ABE perceived as being important?
   E. Student perception of ABE sponsoring agency as an extension of the "power structure" (to which the student does not belong; he perceives the agency as threatening).
   F. Student in some groups giving education a low priority.
   G. Student resistance to change; poor self concept.

2. What are the elements which facilitate ABE recruitment?

3. Recruitment of whom?

   A. Types of target audiences - hard core poor, white/black, employed, unemployed, etc.
   B. Relationships of program objectives to target audience objectives

4. Recruitment for what? Diversity of program objectives.

   A. Manpower programs
   B. WIN programs, etc.

5. Who has the responsibility for recruiting?

   A. State
   B. Coordinator-director
   C. Teachers
   D. Paid recruiter
   E. Volunteers
   F. ABE students
   G. Combination of above

6. What are some of the techniques of recruiting and their relative effectiveness?

7. How do we evaluate recruiting programs?

   Number of people:
   A. Contacted
   B. Interested
   C. Enrolled
   D. Continuing in program

   What is the congruence between what recruiters and teachers say and what is understood by target audience in terms of:
   A. <u>Objectives</u> of the program
   B. <u>Actual operation</u> of the program

8. What tangible results are ABE students gaining from successful programs? And how can this information be used in the recruiting program? ("Follow-up" of successful students)

9. What channels of communication seem to be most appropriate for particular target populations?

   A. Mass media
   B. Direct mail
   C. Posters
   D. Personal contact

10. What types of message appears to be most appropriate for particular target populations?

Problem Concern: Decision-Making in the Selection of Learning Resources

1. What constitutes a learning resource?

   A. Materials - commercial, teacher-made
   B. Community resources - materials, personnel, etc.

2. What are strategies for locating learning resources?

3. How are resources related to the instructional setting through decision-making processes?

   A. Setting up objectives - sources, program objectives
   B. Designing learning activities
   C. Establishing the range of resources available
   D. Selecting according to certain criteria
   E. Evaluating - ends and means

4. Who has the responsibility for identifying resources?

5. What are the <u>criteria</u> for selecting <u>resources</u>?

   A. Relevance
   B. Utility

   A. Community agencies
   B. School resources (other than ABE)

6. Are there certain procedures for developing teacher-made materials (especially for non-readers)?

   A. Those materials which supplement existing commercial materials.
   B. Those materials which are to be used independently of commercial materials.

7. What administrative procedures should be considered to provide for the development and evaluation of materials?

   A. Time - teacher is "freed" to select and develop material materials.
   B. Funds - inside or outside sources.
   C. Team approach to the development of materials.
   D. Pretesting and revision of materials.

Problem Concern: Priorities in ABE

1. What are the major objectives of ABE programs?
2. What categories of people are engaged in the setting of ABE objectives and what are their roles?
3. What are the implications of these objectives for ABE practice?
4. What additional ways are available to screen and select ABE objectives?
5. What criteria are available for the selection and emphasis of ABE objectives?
6. How can the ABE director arrange for the priority setting process to occur effectively?

Problem Concern: Selecting, Training, and Utilizing Paraprofessionals in ABE

1. What kind of person should be recruited as a paraprofessional?

2. What kind of training should these persons be given?

3. What is the role of the paraprofessional in ABE -- what should be their duties?

4. What are potential sources of conflict between the paraprofessional and the teacher -- between the paraprofessional and the student? What do evaluative reports on the use of paraprofessionals reveal?

APPENDIX C

FORMAT GUIDELINES

FORMAT GUIDELINES

NOTE: USE PICA TYPE (10 spaces = 1 inch)

Headings and Subheadings

Major headings - center, and capitalize all words. Begin 2 (two) inches or 6 (six) double spaces from the top. Allow 3 (three) single spaces before the next item.

1st subheadings - center, and capitalize the first letter of the first word, nouns, adjectives, verbs, infinitives, adverbs and pronouns, and underline the subheading. Allow 3 (three) single spaces below previous item, and 2 (two) single spaces before the next item.

2nd subheadings (side headings) - start on the margin; capitalize first letter of the first word, and proper nouns; underline subheading. Allow 3 (three) single spaces below previous item, and 2 (two) single spaces before next item.

3rd subheadings (paragraph headings) - Begin a paragraph; capitalize the first word and underline the subheading. The subheading is followed by a period and a dash (.-). This subheading is appropriate only for one paragraph. Allow 4 (four) single spaces below previous items.

When a subheading comes just after the page number, 3 (three) single spaces should be used. Otherwise, use only 2 (two) single spaces.

-Page Numbers-

On the first page of each major section, the number appears 1 (one) inch from the bottom. Otherwise, it should appear 1 (one) inch from the top. Center all numbers.

The Overall View of a Page

Allow 1 1/2 (one and a half) inches (15 sp) for margin (left-hand side); 1 (one) inch (3 doubles) from the top, with the exception of the major heading page where 2 (two) inches (6 double spaces) from the top should be allowed. Allow 1 (one) inch (10 sp) from the right-hand side and 1 (one) inch (3 doubles) from the bottom.

Paragraphs should be kept 7 (seven) spaces from the margin, beginning at the 8th (eighth) space.

THE MONOGRAPH

I. Table of Contents

   A. Each item listed should be as descriptive as possible of what the section is about.

   B. Standardize major headings--same type of phrase construction should be used throughout table of contents.

   C. Use Roman numerals to designate major sections. Do not use term "chapters."

II. Section I should be the Introduction which would provide a statement of the problem, an overview of what is inside monograph and rationale for monograph.

III. The monograph should have a major section called Summary. If writer deems it necessary to use summary paragraphs at end of major section, they should not be headed "Summary."

IV. Recommendations should comprise a separate section at the conclusion of the monograph unless the recommendations have been integrated into body of content and in such case they would be part of summary.

V. General considerations as to content:

   A. Try to keep technical terms or jargon to a minimum and, where such terms are used, underline and define them.

   B. Do not use direct quotes.

   C. As a general rule, researchers' names are not to be included in body of the monograph. However, when an authority has developed a model which is central to the delivery of the monograph, then author should be given recognition in the body of monograph. (e.g., Rogers' model of diffusion and adoption-recruitment, Gagne's model for instruction).

   D. Use parenthetical numbers to direct readers to sources in References for Additional Reading section which would be particularly helpful or shed additional light on some statement, fact or idea delivered in the monograph.

   E. Select references that are readily available. References should include where material may be obtained.

   F. Bibliographic section should be titled "References for Additional Reading" and be limited to ten items.

G. We encourage writers to hold content to 50 pages in type.

H. Write on a high school reading level.

I. Personal pronouns should not be over-used. Avoid folksiness and the authoritarian use of I and you.

J. Monographs should be typed on stencils provided by this department and double spaced.

APPENDIX D

IMAGES OF THE POOR AND UNDER EDUCATED

April 29, 1971

MEMORANDUM

TO: Project Writers

FROM: Charles Divita, Jr.

SUBJECT: Images of the Poor and Undereducated

It seems important that a monograph series such as this one should be fairly uniform with respect to certain philosophical presuppositions. One of the major philosophical controversies in discussions of "the disadvantaged" centers about the "culture of poverty" thesis and related images of the poor and undereducated. The following comments concerning the staff's philosophy or point of view toward the undereducated adult are offered in the spirit of believing that if positive and hopeful views of this person are held by significant others (ABE counselors, administrators, teachers, aids), the chances of facilitating the former's recruitment retention, and achievement in ABE I will be greatly enhanced.

1. In discussing characteristics of the poor, the undereducated, etc., monographs should not promote or leave the reader with a negative view of the poor.

2. Overemphasis on the poor's alleged defective and pathological "life style" or "culture" can only contribute to stereotyping all poor and undereducated as the same.

3. Such generalizing may provide less insightful, less sincere, and less empathetic teachers, counselors, and administrators with convenient alibis for "not being able to help or reach students."

4. Stressing negative or incapacitating elements or characteristics of the poor neglects their capacities for self-action and their positive, non-destructive, non-debilitating attributes.

5. Stressing "defects" of the poor at the expense of their positive features underestimates their potential for change.

6. The "culture of poverty" view of the poor places the burden of blame and hence the locus for change on the poor themselves--since they are defective, since they possess negative traits, it is they who must change or be changed.

Furthermore, we recommend that writers:

1. "Tread lightly"when discussing characteristics of ABE students. Don't give the impression that all are the same with respect to "characteristics" presented. Warn readers that the entire clientele population is not being characterized and that "attributes" identified exist along a continuum for all SES groups and are not unique to the lower-class groups. Avoid the use of such terms as "poverty culture," "lower-class life-styles," "culture of the poor," "low-income life styles," "culture of the unemployed," "culture of the undereducated."

2. Discuss adverse conditions in the greater society which negatively affect the disadvantaged adult (economic exploitation, political under-representation, racial discrimination, predominantly middle-class, WASP value-orientation of society and its institutions, etc.). This would include all those society-controlled forces and factors which inhibit the poor's chances for success and cause them to appear as if they innately are unable to succeed.

3. Offer suggestions or solutions for any negative traits, qualities, conditions identified for the poor or for society. Don't just discuss the despair and problems of the poor and of society. Avoid listing "traits" which cannot be compensated for (i.e., retardation among lower-class adults due to brain damage incurred from malnutrition during childhood).

APPENDIX E

MONOGRAPH EVALUATION FORM

FROM RESEARCH TO PRACTICE IN ABE: Preliminary Draft Evaluation

1. What is your name? _____

2. What is the title of your present Adult Basic Education position?

_____

3. How long have you held your present Adult Basic Education position? (check one)

   (a) 1-11 months ___ (b) 12-23 months ___ (c) 24-35 months __

   (d) 36-47 months ___ (d) 48 or more ___

4. How long have you worked in Adult Basic Education? (check one)

   (a) 0-1 years ___ (b) 2-3 years ___ (c) 4-5 years ___

   (d) 6-7 years ___ (e) 8 or more ___

5. The title of this monograph is _____

_____

6. Inthe space below please describe your overall reaction to this monograph (Use back of this sheet if needed)

7. Does the monograph read smoothly? ___Yes ___No

8. Was the author's style overly repetitious? ___Yes ___No

9. Was the content of this monograph overly repetitious?

   ___Yes ___No

10. Did the author adequately cover all aspects of the problem(s)? ___Yes ___No

If your answer is no, please identify aspects you consider inadequately covered.

_____

_____
(Use back of this sheet if needed)

11. Was the author's use of words difficult to understand?
___Yes ___No

If your answer is yes, please give examples of words with which you had difficulty.

_____

_____
(Use back of this sheet if needed)

12. If you could change one thing about this monograph, what would you change?

_____

_____
(Use back of this sheet if needed)

13. Were any of the ideas in the mongoraph those which you could not or would not apply in your work? ___Yes ___No

If your answer is yes, please identify those ideas which you could not or would not apply in your work.

_____

_____
(Use back of this sheet if needed)

14. Were any of the ideas new to you? ___Yes ___No

If your answer is yes, please identify the ideas that were new to you.

_____

_____

15. Were any parts of the monograph difficult to understand?
___Yes ___No

If your answer is yes, please identify the parts which were difficult to understand.

_____

_____

(Use back of this sheet if needed)

16. Would you recommend this monograph to your fellow teachers and/or administrators? ___Yes ___No

Please explain below why or why not.

_____

_____

APPENDIX F

GUIDELINES FOR EDITING

GUIDELINES FOR EDITING

A. Parameters

Between now and the middle of June the project will receive 10 monographs which will need to be subjected to a final editing process. These documents will be received intermittently rather than all at one time; however, the exact date for receipt of each is only roughly known. In general, you may expect to be advised of a monograph's availability two days prior to receiving it. We are requesting that your editing of of these monographs be completed and the monograph be returned within 24 hours after receipt.

The overall principle which should guide your contribution to the final edit is as follows: Edit only in terms of mechanics, form, and style--not in terms of content. In other words, your task is to edit the documents so that they are structurally correct and so that the messages delivered are maximally clear and concise--not to change the message or affect content.

B. Categories of Editing Responsibilities

1. Make intended messages more clear and concise--do not, however change the message. For example, in editing a portion of Alan Knox's monograph on In-Service Education, one might make the following changes:

Before Edit	After Edit
"Research on teacher effectiveness has identified two components of mentor performance--mentor competence and mentor effectiveness. Mentor competence refers to a characteristic of the mentor, the ability to produce agreed-upon effects. Mentor effectiveness refers to the effects of a mentor in a given educational situation." (Knox p. 12 1st draft)	Research on teacher effectiveness has identified two components of performance--competence and effectiveness. Competence refers to the ability to produce agreed-upon effects. Effectiveness refers to how one effects an educational situation.

Note that the message is still the same but that it is more clearly and concisely delivered (hopefully) in the edited version.

2. Introduce, "connecting" words, phrases, or sentences to "bridge" thoughts or make the message flow more smoothly, clearly, and/or logically. Also, this may necessitate a reordering of thoughts or messages presented. For example:

Before Edit

Sometimes an ABE Director or supervisor receives a continuing flow of information about mentor needs for increased competence that enables him to provide for in-service education that is responsive to mentor preferences and that contribures to the achievement of agency goals. More often systematic in-service education is an occasional affair. In-service education includes supervisory coaching as well as more formal workshops. In ABE programs where mentor needs are not being monitored, there should be precedures to identify symptoms that indicate that in-service education is needed.

After Edit

In-service education may consist of informal activities such as supervisory coaching or of formal activities such as workshops. However, most ABE inservice education is of the informal variety. Thus many ABE Directors do not receive a continuing flow of information about in-service needs. In such circumstances it is important that mechanisms be established to systematically monitor program symptoms which may reflect in-service needs.

3. Designate where new paragraphs are needed.

4. Correct errors in spelling, typing, punctuation, grammar (word usage).

5. Remove unnecessary clauses.

6. When sentences are too long and thus complicate comprehension, make two or more sentences so as to deliver the message in a more readable and understandable fashion.

7. Substitute words for those deemed to be "jargonish", too technical, too difficult or unusual for the readership.

C. Mechanics of Editing

1. Editor is to make changes in the document not merely point out where changes are desirable.

2. Changes are to be made on the document itself, not on a separate sheet.

3. Where the size and scope of the change is small, make the change in between the lines. Cross out the old version (with red pen) and insert the new above it.

4. Where changes are long and involved, bracket [] the section to be changed, footnote the bracketed section, and enter the revision on the back of the preceeding page, giving it the same footnote number.

5. Print clearly.

6. Return documents to the Adult Education Office, c/o Wayne L. Schroeder, 24 hours after receipt.

APPENDIX G

MONOGRAPH ANNOUNCEMENT BROCHURE

BACKGROUND OF THE CENTER

The Florida State University's Adult Basic Education Research and Information Processing Center began operation in the fall of 1970 under a grant from the United States Office of Education. Its first year project has included the organization and synthesis of the best of selected research related to significant problems in Adult Basic Education, an effort which has resulted in the publication of ten monographs written especially for the ABE practitioner, both teacher and administrator. The aim has been to reduce the gap between what we know from research and what we do in Adult Basic Education.

MONOGRAPH TITLES AND AUTHORS

Recruitment in Adult Basic Education by Robert Snyder

Starting Students Successfully in Adult Basic Education by Don Seaman

Decision-Making in the Planning and Implementation of Instruction in Adult Basic Education by Robert Snyder

Psychological Factors in Adult Learning and Instruction by Coolie Verner and Catherine Davison

Physiological Factors in Adult Learning and Instruction by Coolie Verner and Catherine Davison

The Role of the Paraprofessional in Adult Basic Education by Gary F. Norsworthy

In-Service Education in Adult Basic Education by Alan Knox

Facilitating Learning Through the Use of Supportive Services in Adult Basic Education by Myra Ashley and Gary F. Norsworthy

Preventing Dropouts in Adult Basic Education by Don Seaman

Program Evaluation in Adult Basic Education by Alan Knox

AVAILABILITY OF MONOGRAPHS

We anticipate that the titles listed above will be available by December 1. The sales price for each monograph and for the total series will be set and an order form developed by mid-November. If you would like to receive an order form, please record your name and address on the reverse side of this "tear-off" and send it to the Center address (see front of this brochure for Center address).

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